

ASSESSMENT & ACCOUNTABILITY NEWSLETTER

Issue XLV, February 2018



OSA/OEA Updates...

Note from the Assessment Director



Happy New Year! Our schools have completed ACCESS testing with the English learners (EL). I would like to thank everyone for your amazing work in administering the ACCESS assessments.

In addition, thank you for participating in trainings such as the Forward Exam pretest workshops, technology trainings, ACT test administration trainings, DLM modules, and NAEP workshops.

Staff from the Office of Student Assessment (OSA) and the different testing vendors have developed trainings and resources for the upcoming assessments. To support smooth test administration this year these resources are available on the [OSA webpage](#).

Please be on the lookout for timely updates shared via the weekly DAC Digests. It will also be important to follow the trainings and information available on the specific assessments' webpages. We look forward to working with you for a successful administration of the spring assessments throughout the state.

Viji Somasundaram

Director, Office of Student Assessment (OSA)



OEA/OSA Calendar...

Important Dates

2018	
January 22 – February 16	DLM - Data validation and revision period
January 29 – March 9	NAEP window (for selected schools only)
February 2	ACCESS for ELLs window closes
February 5-9	ACT/WorkKeys - Test Coordinator receives test materials
February 6	Aspire - Technology readiness training webinar
February 7	Aspire - DPI uploads student information to portal
February 12	Forward - Managing Students and Testing in eDIRECT Guide released
February 12 - 23	Forward - Optional accessibility features add window in eDIRECT
February 19 – March 2	Aspire - Window to enter Braille, ASL, and LP accommodations for Aspire
February 24	DLM - Deadline to complete required test administration training and security agreement before window - print certificate of completion
February 24	DLM - Deadline to mark 'Braille' in student PNP
February 26 – March 2	Forward - eDIRECT test setup unavailable
February 27	ACT with writing - grade 11
February 27 – March 13	ACT with writing - grade 11 for students with accommodations
February 28	DLM - Instructional Tools Interface (ITI) closed for remainder of the school year
February 28	ACT WorkKeys - grade 11
February 28 – March 14	ACT WorkKeys - grade 11 for students with accommodations
March 5 – May 4	Forward - District clean-up of individual student demographics in eDIRECT
March 9	ACT and WorkKeys - Deadline to return initial standard time materials
March 20	ACT with writing - grade 11 makeup day
March 21	ACT WorkKeys - grade 11 makeup day
March 19 – May 4	Forward - ELA and mathematics grades 3-8, science grades 4 and 8, and social studies grades 4, 8, and 10
March 19 – May 4	DLM - ELA and mathematics grades 3-11, science grades 4 and 8-11, and social studies grades 4, 8, and 10
April 3	ACT - Emergency test date
April 4	WorkKeys - Emergency test date
April 9 – May 11	ACT Aspire grades 9-10

Dates may be subject to change. Check the OSA calendar webpages for the most current dates throughout the year.

Forward Exam Update



The Department of Public Instruction (DPI), in collaboration with Data Recognition Corporation (DRC), held District Assessment Coordinator (DAC) pre-test training workshops around the state the week of January 22 – 26. The 2018 versions of the Test Administration Manual and the DAC Guide are currently available and posted on the [Forward Exam Resources webpage](#). Please check the Forward Exam calendar webpage for release dates for other training materials.

Several resources for student preparation are available on the [Forward Exam Practice Test and Sample Items webpage](#), including new Item Samplers. The Item Samplers are publicly available, and provide a sample of the content and types of items students will encounter on the Forward Exam. Item Samplers are available at each grade level and content area in both PDF and Online versions. A Summary Data table for each grade and content area identifies the alignment (standard measured), answer key, depth of knowledge, and annotations for each item. In addition to Item Samplers, other resources available for student preparation on the Forward Exam Practice Test and Sample Items webpage include the online tools training (OTT), the Text-Dependent Analysis Samplers, and student tutorial videos.

Also new this year is a change to the Text-to-Speech (TTS)/read aloud accommodation for the Forward Exam. TTS/read aloud accommodation allows the student to listen to test information displayed on the screen, including test directions, questions, answer choices, and **ELA session 4 reading passages**. This accommodation may only be provided to a student with visual impairments who is not proficient in contracted braille, whose need is documented in an IEP or 504 plan and has met all five criteria on the [Guidelines for Administration of the TTS/Read Aloud Accommodation for the Forward Exam form](#). Students who do not meet this criteria but require TTS or read aloud should use the designated support including those with IEP or 504 plans. TTS/read

aloud designated support allows the student to listen to test information displayed on the screen, including test directions, questions, and answer choices. More information is available in the 2017-18 Accessibility Guide posted on the [Forward Exam Accommodations and Supports webpage](#).

The following timeline provides some key dates for the upcoming 2018 Forward Exam administration. See the calendar webpage for a list of all dates.

Date	Event
February 12	DRC provides downloadable student data files for each district. Files will be delivered through eDIRECT in multiple student upload (MSU) layout and can be edited to add accessibility features.
February 12 - 23	Window for districts to upload student accessibility features to eDIRECT using the MSU. This is an optional window, and districts may choose not to use the MSU method and instead add accessibility features in eDIRECT on an individual student basis after March 5. Instructions for using the MSU method are provided in the <i>Managing Students and Testing in eDIRECT Guide</i> .
February 26 – March 2	eDIRECT is unavailable to districts. DRC is creating test sessions during this week.
Beginning March 5	Districts may add individual student accessibility features, correct student demographic information, or edit test sessions in eDIRECT.



ACT High School Assessments Update

ACT® The initial test date for the ACT is February 27. The initial test date for WorkKeys is February 28. In case of a weather emergency on these dates, please see the Emergency and Inclement Weather Plan which will be posted to the DPI and ACT webpages soon. In case of weather or spring break conflicts with the make-up date, schools can use the emergency test dates with permission from DPI. Materials ordering windows for the make-up and emergency dates can be found in the ACT/WorkKeys Schedule of events on the [DPI ACT Calendar webpage](#). Slides and recorded presentations for the Q&A Training Sessions are posted to the [DPI training webpage](#) and [ACT training webpage](#).

ACT and WorkKeys materials shipped to schools either the weeks of January 29 or February 5 depending on the ship date chosen by the test coordinator in PearsonAccessNext (PANext). Additional materials can be ordered until February 21.

Schools should continue managing their student lists within PearsonAccessNext until all planned testing is complete. If a student is enrolled at your school but does not take the ACT, test coordinators should enter the appropriate not tested code in PANext for State Use Question #1 for ACT and WorkKeys.



The window for ACT-Approved Accommodations Late Considerations is open until February 23. Late consideration is applicable only to newly enrolled students, newly identified disabilities, or sudden onset of a medical condition. If students with disabilities have been denied accommodations for statewide ACT testing, please notify DPI OSA at jennifer.bell@dpi.wi.gov or (608) 267-7268.

The Aspire testing window for grades 9 and 10 is right around the corner. Here is a timeline of major activities in preparing for Aspire test administration:

February 6	DPI pulled grade 9 and 10 student data from WISEdata and uploaded to ACT Aspire portal.
February 12-19	Test coordinators confirm student data files are accurate and make updates as necessary.
February 19-March 2	Test coordinators enter paper testing accommodations into Personal Needs Profiles (PNPs), and create paper test sessions only for students using braille, large print, and ASL.
February 19-April 2	Test coordinators enter online testing accommodations into the Personal Needs Profiles (PNPs).
February 19 - April 2	Test coordinators set up online test sessions.

Aspire is a computer-based test that uses Test Nav 8.10. If Technology Coordinators have not updated the TestNav app since last spring then they will need to completely uninstall the previous version and reinstall to this most recent version of TestNav 8.10. If they have completed the upgrade in mid-summer then they would not need to uninstall and reinstall; the system upgrades to 8.10 automatically upon initial start-up of the TestNav application. The [TestNav 8 Online Support page](#) provides details on upgrading to 8.10. ACT Aspire held Technology Readiness and Test Administration Training Webinars for technology and test coordinators. Recordings will be posted on the [DPI ACT Trainings webpage](#).

Dynamic Learning Maps (DLM) Update



The DLM testing window, March 19-May 4, 2018, is quickly approaching. It is extremely important that

districts complete all required training, data entry and validation at least two weeks prior to the opening of the assessment window. The recommended deadline is March 5, 2018. While there is not a data lockdown period scheduled, DLM strongly encourages all data to be as static as possible prior to the opening of the test window. DPI has created a District Test Coordinator Checklist and a Test Administrator Checklist to help ensure all important processes are completed.

DLM provides an optional component of the system called the Instructional Tools Interface (ITI). This tool allows educators to assess a student at least once on each Essential Element that has been chosen and recorded by the teacher. The system will then assign a student a testlet based upon the information that the teacher entered. Instructionally embedded assessments can be used to help identify a student's knowledge, skills, and understanding relative to the grade-level targets, or Essential Elements, early on in the school year. ITI can also be used to check a student's readiness for the next step in academic instruction, such as a higher Linkage Level or a different Essential Element. To find out more about ITI, please watch the short videos located on the [Educator Resource Page](#) or refer to page 62 in the Educator Portal User Guide.

[Please contact Mike Peacy](#) with any questions about the DLM assessment.



ACCESS for ELLs® Update



DPI remains on track to publish a comprehensive EL Policy Handbook in

the next month or two. This document will collate federal and state laws regarding how we serve and support ELs, and outline some specific statewide policies required to comply with ESSA. Keep an eye on the Title III part of the DPI website in March for the Policy Handbook's release.

WIDA is currently looking for educators who can help lay a sound research foundation for the next generation Alternate ACCESS. If you teach ELs with significant cognitive disabilities and are willing to participate, compensation may be available, depending on your district's policy. See the [Alternate English Language Learner Assessment \(ALTELLA\) project webpage](#) for additional details and contact information.



Assessment of Reading Readiness Update



The assessment of reading readiness requires each district to screen all four-year-old Kindergarten through grade 2 students at least once each school year. As the 2017-18 school year is more than half

over, it is expected that most students will have already been screened at least once. District assessment coordinators and reading specialists are encouraged to work with their teachers to ensure that all students are screened and appropriate interventions or remedial reading services are provided where appropriate and that the results for all students be used to help guide instructional practices.

The department will be sending out reimbursement forms to the district assessment coordinator for each district before the end of March. Districts will be asked to indicate the screener or screeners used at each grade, the number of students screened and the amount the district is seeking for reimbursement. Once all reimbursement requests have been received, department staff will determine whether the appropriation is sufficient to reimburse the full amount requested by each district. If the appropriation is sufficient, each district will be reimbursed the full amount. If the appropriation is insufficient, payments to districts will be prorated. It is anticipated that all payments will be electronically distributed prior to the end of the school year.

More information on the reading readiness requirements is available in the Overview on the [Reading Readiness webpage](#). In addition, a [Reading Readiness FAQ webpage](#) is available.



NAEP Update



NAEP 2017 grades 4 and 8 reading and mathematics results for the state and for Milwaukee are expected to be released in early spring. Stay tuned for an announcement of the release date and the results.

The NAEP 2018 testing window opened on January 29 and will continue through the first week of March. Thanks to all the schools participating.

If you have any questions please contact [Angela Dugas](#).

Strategic Assessment Update - Building Assessment and Data Literacy in Wisconsin

Two exciting projects are in motion at DPI around building assessment and data literacy in Wisconsin.

- Assessment and Data Literacy E-Learning Modules
- Classroom Data Tool App

An external advisory group of experts including teachers, administrators, curriculum and instruction directors, assessment specialists, researchers, the Wisconsin RtI Center, CESAs, and educator prep programs worked together to build the outline for the Assessment and Data Literacy E-learning Modules based on needs within the field.

Representatives from various CESAs across the state are working with an internal DPI team to create the content and advise the design work for these modules. The units of study will be based around the familiar characters of Andre and Ms. G from the [strategic assessment video series](#).

These e-learning modules provide flexible learning opportunities and may be completed individually, as a Professional Learning Community (PLC) team, or as a district-wide professional development activity. We expect to start releasing parts of these modules in 2018.

For the latest articles, discussions, and professional development opportunities around assessment and data literacy, please join the [WI DPI Building Data & Assessment Literacy G+ Community](#). Visit the

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Strategic Assessment Update - Building Assessment and Data Literacy in Wisconsin (Continued from page 5)

[Wisconsin's Strategic Assessment System website](#) for more information about implementing a strategic assessment system within your school or district.



The Classroom Data Tool is a mobile application that will serve as a place teachers can store and track local classroom data used to plan for instruction. Our applications

development team visited classrooms and met with educators in the fall to develop a user-friendly tool that meets the needs of the classroom teacher. Our Classroom Data Tool User Advisory Group (including teachers, mathematics and literacy coaches, administrators, curriculum and instruction experts, etc.) was consulted on a monthly basis, and their ideas and suggestions have been incorporated into the tool. The tool will be piloted with at least four K-5 schools in March. The educators will provide feedback to our applications development team about the usability of the tool and suggest additional features that will enhance the tool. The information gathered from the pilot groups will inform the application that we plan to release for the 2018-19 school year.

K-5 educators participating in the pilot will be asked to:

- Attend one 30-60 minute online training via web conference (will occur the first two weeks in February)
- Use the classroom data tool regularly for at least two weeks in March
- Host the DPI application development team for an on-site observation and a follow-up one-hour interview (will occur mid-late March)

Please read the [pilot description](#) and fill out this [google form](#) if you are interested. **Your spot within the pilot program is not reserved until the form has been completed and submitted.**

Contact lauren.zellmer@dpi.wi.gov with questions.

Accountability Update (Federal)



Wisconsin's ESSA state plan has been approved by the United States Department of Education (ED). As stated in State Superintendent Evers' [statement on the approval](#), the ESSA plan is an opportunity "to focus on local strategies to close opportunity and achievement gaps for all kids."

Wisconsin's plan includes the long-term goals of cutting the achievement gap in half for English language arts (ELA) and mathematics performance as well as halving graduation gaps that exist between various student subgroups. The plan calls for local intervention to close these gaps. Statewide support will draw from evidence-based research and implementation science and will be coordinated between ESSA and IDEA (Individuals with Disabilities Education Act) requirements to streamline the continuous improvement process for schools and districts.

The federal accountability system outlined in ESSA features a 100-point rating system, based on school and subgroup performance across these five accountability indicators:

1. Academic Achievement (ELA and mathematics combined)
2. Student Growth (ELA and mathematics combined)
3. Progress towards English language proficiency
4. Graduation Rate (4 year and 7 year rates combined)
5. Chronic Absenteeism

Performance on these accountability indicators determine whether schools are identified for *Comprehensive Support & Improvement (CSI)*; or, based on subgroup performance, notified of the need for *Targeted Support & Improvement (TSI)*; or *not identified*. These identifications will begin in the 2018-19 school year and be based on multiple years of performance data (i.e. 2017-18 and prior, when available).

The approval letter from ED and a number of resources and the plan itself are available here: <https://dpi.wi.gov/esea/new-items-interest>.

WISEdash Update



A new dashboard in WISEdash for Districts shows percent college ready by subscore within each of the four content areas assessed on the ACT (English, mathematics, reading, and science). This is a finer level of detail which can show, for example, that within mathematics more students scored college ready in statistics than in geometry. The new dashboard also compares average subscores with the state averages. Access the new dashboard through the ACT statewide - subscores link on the ACT statewide dropdown menu.

Updated Dashboards

- Fall 2017-18 PALS and MAP results are now available for districts that have opted to share these data.
- Fall college enrollments for 2016-17 graduates and updated enrollment records for 2015-16 graduates are now available. Access these dashboards through the Postsecondary dropdown.

Attention: Star Assessment Districts

Due to data reporting changes in progress by Renaissance®, weekly updates of your district's Renaissance Star results may be interrupted. Currently, Renaissance is rolling out these changes slowly by groups of customers. As Renaissance updates your portal to the new user experience, your download format will change as well. When this occurs, DPI is temporarily not able to load your data to WISEdash. It is a temporary situation and DPI and Renaissance are working to modify the data load procedures for the current data formats and the new data formats. Once this work is completed, DPI will resume loading your assessment results where it left off. During this transition time, you can access your current assessment results through your Renaissance hosted site. If you would like information about the updates to Star, please visit [Renaissance product updates](#).

"TO DO" List From This Issue:

- Review weekly DAC Digests
- Enter Accommodation and Supports into testing portals (or submit requests for ACT)
- Create ACT Test Sessions
- View Trainings and review manuals
- Check student demographics in portals



We hope you find this newsletter and its contents beneficial. As the Office of Educational Accountability (OEA) and Office of Student Assessment (OSA) work to improve and refine this communication tool, we appreciate feedback and suggestions on the layout and content. Please contact Assessment at osamail@dpi.wi.gov and Accountability at oeamail@dpi.wi.gov.



When do I use Text-to-Speech (TTS) vs. Read Aloud for a student on the Forward Exam?

As a general guideline, TTS should be used in most situations (for standardization). Read aloud should be used for the very small number of students who may not be able to comprehend the computer voice, or students who are receiving read aloud in a small group and therefore need this support to access the test.

It is recommended to have students practice using TTS in the Online Tools Training environment to allow them to become familiar with the use of TTS and the voice. This will also allow you to determine if the student can work with the TTS or may need read aloud.

In either case, the majority of students needing the TTS or read aloud supports will use the designated support, including students with IEP and 504 plans. Please refer to the Accessibility Guide for further information.

FAQ...

Reminder – Each assessment has an FAQ webpage with scenarios/issues related to that specific assessment
[ACT/Aspire/WorkKeys FAQ](#) [Forward Exam FAQ](#) [DLM FAQ](#)

Q. Where do I record in KITE that a student taking the DLM is being opted out by a parent?

There is no place to record parent opt-out in KITE. If a student taking the DLM is opted-out you will need to assign a not-tested-code for that student of parent opt-out in the Forward Exam or ACT portal, depending on the student's grade level.

Q. Is the school or district responsible for testing a home-schooled student if the parent requests that?

No. You are neither required nor permitted to include home-schooled students in the Forward Exam, or ACT High School Exams, including those enrolled in your district for two or fewer classes per day.

Q. How do I let eDIRECT know a student is taking the DLM assessment instead of the Forward Exam or ACT?

Enter the not-tested code of "Alternate Assessment" in the Forward or ACT portals, which will indicate that the student took DLM instead of the Forward Exam or ACT.

Q. When does a student qualify as having a "significant medical emergency"?

A significant medical emergency is a significant health impairment that renders the student incapable of participating in any academic activities, including state assessments, for the entire testing window. Districts should maintain documentation of the circumstance within their district (please see [Medical Exemption Guidance/Form](#)). The student will be excluded from test participation and achievement-based accountability calculations. You must enter a not-tested code of "Significant medical emergency" for the student in eDIRECT.

Q. Do I need to test a foreign exchange student?

Yes. You must test all enrolled students in tested grades. If the student is not a full academic year (FAY) student, the student counts in accountability determination only in test participation calculations and is not included in English language arts or mathematics proficiency rate calculations.

Building Accountability & Data Literacy

What is the difference between the Text-to-Speech (TTS)/Read Aloud Designated Support and the Text-to-Speech (TTS)/Read Aloud Accommodation on the Forward Exam?

Both the TTS Read Aloud Designated Support and Accommodation allows the student to listen to test information displayed on the screen, including test directions, questions, and answer choices. The difference between the two is:

TTS/Read Aloud Designated Support

- available for all content areas
- will not read the reading passages in ELA session 4
- may be provided to any student with a documented need including those with an IEP or 504 plan.

TTS/Read Aloud Accommodation

- only available for ELA
- in addition to reading all directions, questions and answer choices, it will allow the reading of the reading passages in ELA session 4
- may only be provided to a student with visual impairments who is not proficient in contracted Braille, whose need is documented in an IEP or 504 plan, and has met all five criteria on the *Guidelines for Administration of the TTS/Read Aloud Accommodation for the Forward Exam form*

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